

# **St Laurence C E Primary School Equality Scheme 2013**

This is a working document which will be monitored and reviewed biannually.

# 1. Policy statement

- a) In accordance with our mission statement we pledge:
- to respect the equal human rights of all our pupils;
  - to educate them about equality; and
  - to respect the equal rights of our staff and other members of the school community.
- b) We will continue to assess our current school practices and implement all necessary resulting actions in relation to:
- ethnicity,
  - religion or belief,
  - socio-economic background,
  - gender and gender identity,
  - disability,
  - sexual orientation, and
  - age.
- c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
- ethnicity,
  - religion or belief, and
  - socio-economic background.

## **Pupils' attainment and progress**

This school expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

## **The quality of provision - teaching and learning**

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized.

We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. All pupils are regularly consulted about their learning.

Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs.

Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.

Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff will use a range of methods and strategies to assess pupil progress.

This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

### **The quality of provision - curriculum and other activities**

This school provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis

All pupils participate in the mainstream curriculum of the school.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of all children.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra-curricular activities and special events e.g. school productions, cater for the interests and capabilities of all pupils.

### **The quality of provision – guidance and support**

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.

All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Victims of harassment and bullying are given appropriate support using external agencies where appropriate. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

## **Behaviour and Attendance**

This school expects high standards of behaviour from all pupils, appropriate for their developmental level.

We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline.

It is recognised that special educational needs may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

Issues of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently.

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

We monitor exclusions by gender, ethnicity and special educational need.

This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of the child's special educational needs.

We make provision for leave of absence for religious observance, for staff as well as pupils.

We monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

We expect full-time attendance of Gypsy, Roma & Traveller pupils

## **Partnership with pupils, parents, carers and the wider community**

We monitor parental involvement and have strategies to raise participation of underrepresented groups of parents and sections of the community. Information and meetings for parents are made accessible for all.

Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified.

This school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

### **Leadership and management**

Steps are taken to ensure the school's admission process is fair and equitable to all pupils, including short-stay Traveller and Refugee pupils and those with English as an additional language.

This school will not discriminate against a disabled pupil in the arrangements it makes for determining admission.

We will admit pupils with already identified special educational needs.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms OR gathered at admissions interview.

The school adheres to recruitment and selection procedures which are fair and equitable.

We will ensure that staff training continually highlights equality issues.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

This school opposes all forms of racism, homophobia, prejudice and discrimination.

### **Linguistic Diversity**

We welcome the diversity of languages in our school and we give them all status and value. We look for opportunities to use our languages to enrich the curricular experience of all our pupils and we draw upon the expertise of our school community wherever possible.

Pupils who speak languages other than English are encouraged to use them in school, and wherever possible.

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils.

## 2. Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010.

The access plan in Section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006.

## 3. Community cohesion

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. In examining the school's context, it relates closely to the beginning of the self-evaluation document. It demonstrates the awareness of the governors and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the actions in Section 12 below to promote community cohesion.

### RAISEONLINE 2011

	School	National	Percentile
Free school meals	11.4	19.2	40 <sup>th</sup> – 60 <sup>th</sup>
Minority ethnic groups	5.0	26.7	20 <sup>th</sup> – 40 <sup>th</sup>
English as an additional Language	5.6	16.8	60 <sup>th</sup> – 80 <sup>th</sup>
SEN School Action	7.5	11.3	20 <sup>th</sup> – 40 <sup>th</sup>
SEN School Action Plus Or Statement	5.0	8.0	20 <sup>th</sup> – 40 <sup>th</sup>
Deprivation indicator	0.17	0.23	40 <sup>th</sup> – 60 <sup>th</sup>

The school continues to have a high number of children with statements for special educational needs.

---

## 4. Responsibilities

One named governor (Jo Smith) takes the lead, but the governors as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The head teacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

The headteacher is responsible overall for dealing with reports of prejudice-related incidents.

## **5. Staff development**

On-going training will take place for all staff to ensure that they are aware of:

- Equality issues
- Promotion of equality

This will take the form of formal training sessions, continued informal training through contact with partners schools and issues promoted in assemblies. There is an on-going programme specifically to support children with special educational needs.

---

## **6. Publication and review**

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on request.

## **7. Reporting on progress and impact**

A report on progress with the actions listed below will be published by the governors via website and newsletter at the end of each school year, July 2013, 2014 and 2015. Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

## **8. How we conduct equality impact assessment**

This section outlines our process for monitoring the potential impact of school practice .

School tracking data will be used to monitor children's academic performance in terms of:

Gender, free school meals, English as an additional language, special educational needs, and looked after children.

The school will specifically ensure that children from low income families are able to take part in all school activities, educational visits and music tuition in particular.

## **9. How we chose our equality objectives**

Our equality objective-setting process has involved gathering evidence as follows:

- i. from the equality impact assessments listed in Section 8 above,
- ii. from tracking data and RAISEONLINE
- iii. and from involving relevant people (including disabled people) from the start in the following way:

The evidence was then analysed in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups
- ii. eliminate unlawful discrimination, harassment and victimisation, and
- iii. foster good relations between different groups in terms of
  - ethnicity,
  - religion or belief,
  - socio-economic background,
  - gender and gender identity,
  - disability,
  - sexual orientation and
  - age.

## 10. Equality Objectives 2013-16

(To be kept under regular review)

<b>Equality objectives (focused on outcomes rather than processes)</b>
To close the gap in performance between children in receipt of free school meals and cohorts as a whole.
To close the gap in performance between children who have English as an additional language and the cohorts as a whole.
To ensure children from low socio-economic backgrounds attend school visits.
To ensure children from low socio-economic backgrounds access extracurricular activities.
To ensure children from low socio-economic backgrounds access music tuition.
To ensure that children for all "at risk" groups have attendance figures in line with cohorts as a whole.

## 11. Access Plan 2010-13

This can relate very closely to the disability elements of the equality objectives in Section 10 above, except that it covers pupils only whereas the equality plan includes all members of the school community.

	<b>Actions</b>
i. Improvements in access to the curriculum	<ul style="list-style-type: none"> <li>• Support staff will be deployed to ensure that optimum progress is and by all individual and groups of children.</li> <li>• Staff will use kinaesthetic, visual and auditory teaching to meet the learning styles</li> <li>• Staff will use kinaesthetic, visual and auditory teaching to meet the learning styles of all children.</li> </ul>
ii. Physical improvements to increase access to education and associated services	<ul style="list-style-type: none"> <li>• Ensure there is clear signage throughout the school.</li> <li>• Ensure that ramps, access and doors are clear and maintained.</li> </ul>
iii. Improvements in the provision of information in a range of formats for disabled pupils	<ul style="list-style-type: none"> <li>• The SENCo will order any specific items of equipment items that are required to support children with specific educational needs.</li> <li>• Information to parents will be made available orally or in first language where required.</li> </ul>

## 12. Community Cohesion Plan 2010-13

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of “community” are as follows:

- the school community
- local communities
- communities across the UK
- the global dimension

	<b>Actions</b>
i. Teaching, learning and the curriculum	<ul style="list-style-type: none"> <li>• Global education to be integrated into the curriculum.</li> <li>• Moral issues including issues such as fairness, inequality, prejudice, racism and sexism to be explored..</li> <li>• Positive role models such as Para Olympians, world leaders (Martin Luther King, Ghandi, Nelson Mandela) to be celebrated.</li> <li>• Children have an understanding of their role as citizens, their responsibility and how their actions affect others.</li> </ul>
ii. Equity between groups in school, where appropriate	<ul style="list-style-type: none"> <li>• Children to understand and celebrate diversity within the school, the local community, British society and the world at large.</li> <li>• Children to understand that individuals have different needs.</li> </ul>
iii. Engagement with people from different backgrounds, inc. extended services	<ul style="list-style-type: none"> <li>• The school will encourage groups within the community such as police, firemen, library staff to work with children so that they are aware that citizens play different roles within our society.</li> <li>• Groups from local sports clubs will work in school.</li> <li>• Teachers from our partner school in Tanzania will spend time in each class annually.</li> <li>•</li> </ul>